DOCUMENT RESUME

ED 080 586 TM 003 103

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TITLE A Way of Looking at What I Am Doing. Developing Attitude Toward Learning.
NOTE 25p.

EDRS PRICE MF-$0.65 HC-$3.29
DESCRIPTORS Evaluation Techniques; Guides; *Interpersonal Competence; Personal Growth; *Psychological Patterns; *Self Evaluation; Student Attitudes; *Student Teacher Relationship; Teacher Attitudes; *Teacher Behavior

ABSTRACT

A program designed to improve the teacher's relationships with his students is provided. The six tasks that comprise the program are aimed at aiding the practicing teacher to look at what he is doing, through use of video tape, in his interpersonal transactions with students, as well as to provide him with alternative ways of responding. Task One, Learning to Discriminate Accurate Empathy, is described from five levels (low and high) of accurate empathy. The second task, also comprised of five low and high levels, is illustrated by examples of rejection of the student and of acceptance and caring for the student. Task Three, Learning to Discriminate Genuineness, with four low or high levels of responses by the teacher, illustrates congruence or its lack. In Task Four, Coding Your Own Video Tape, the teacher is asked to code a video tape made in his own classroom, using the four tasks and his responses. A sample of a form for caluclating the response profile are provided. Task Five provides instructions to aid the teacher in interpreting his response. In Task Six, suggestions are given as to how the teacher can ascertain whether the program for the teacher has resulted in the students development of a positive attitude toward learning. A sample of a chart to be maintained by the teacher of approach and avoidance responses by the student is provided. (DB)

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A WAY OF LOOKING AT WHAT I AM DOING

DEVELOPING ATTITUDE TOWARD LEARNING

WALLACE V. EGGERT

TM 003 103

INTRODUCTION

We who are members of a school staff influence students whether we like it or not, and the decision as to what kind of an influence we will be, is ours. Obviously we want to exert a positive influence on our students, but are aware of the fact that - "sometimes it just isn't so"! - our influence is a negative one and we are not sure why. We want students to develop positive attitudes toward learning specifically, and toward school in general. We want to have students more interested in our subject area when they leave us than when they arrived. In fact, we want them to carry on "learning" long after they leave us, and we would like to say we had a positive influence on that "learning."

Our interpersonal transactions with students are a major contributing factor in students developing positive and/or negative attitudes toward learning. Granted there are many other influencing factors, but let's get at one we can do something about.

There is extensive evidence which indicates that there are at least three conditions central to any "effective" human interaction. They are accurate empathy, warmth and genuineness. A teacher who is effective in his or her interpersonal transactions is one who is able to understand and be with his students. He is not only able to understand, but he is able to communicate his understanding accurately to his students. He is also able to provide a secure trusting relationship by his accepting, allowing, caring, valuing or respecting his student's ideas, feelings and potentials. And he is also authentic or genuine, that is, he is able to be himself without being defensive or phony.

"My teacher training year was a waste of time. None of those education courses really prepared me for this."

We all have heard this said many times and perhaps have said something similar. The fact is, that practicing teachers have to deal with many situations that seem unrelated to what they feel they have been prepared to do. A total of fifteen hundred "classroom situations that I feel I did not handle well" were collected from teachers of grades 1 - 12. The situations were classified into the following categories:

Dealing with	some form of lateness	186
"	" failure to do work	185
"	" being "fresh" with teacher	71
"	" fighting among children	68
"	" cheating in work	51
"	" not following school rules	156
"	" poor attendance	61
"	" grooming in classroom	185

Dealing with	"talking" at inappropriate times	25
"	" inability to do classroom work	39
"	" "student who could do better"	149
"	" lying about behavior	20
"	" stealing	27
"	" telling or imputing teacher is unfair	35
"	" repeated failure to follow directions	58
"	" failure to understand work	29
"	" outlandish clothing	67
"	" outright refusal to do as told	36
"	" tattling	26
"	" miscellaneous matters	26

This program is designed to allow you to answer some very basic questions concerning your relationships with students; namely, "How am I doing?," i.e., "How am I responding; not only when teaching my subject and all seems to be going well, but how am I responding when in the more difficult situations listed above?" and "How can I improve?"

FIRST - HOW AM I DOING IN MY INTERPERSONAL TRANSACTIONS?

Am I <u>with</u> students? Do I understand them? Am I in their space? Am I able to let them know I care, I understand and accept what they say and how they feel? Are my words interchangeable with their words? Do I sustain their explorations and go on with them? Am I being genuine - not phony or defensive? If so, how often?

OR

Am I turning students off, or putting them down or closing them out by rejecting their ideas and feelings? Do I subtract from what they say and feel? Am I playing the professional role, being phony and defensive? If so, how often?

OR

Besides accurately understanding students, am I extending student thinking, inquiry and self exploration? Am I able to <u>add</u> to the meaning and feeling expressed by them? Am I giving of my best to them, caring deeply, valuing, and trusting them - their ideas and feelings? Am I able to be myself - spontaneously? If so, how often?

OR

After establishing a base of accurate understanding, am I giving direction when necessary? And have I always won the right to do so? Am I expecting enough from them, showing that I care and respect them deeply by pressing and demanding their best? Am I freely and completely myself? If so, how often?

You will be asked to video tape yourself interacting with students and then systematically code your responses. You will then be able to answer the question, "How am I doing in my interpersonal transactions?"

SECOND - HOW CAN I IMPROVE?

This program has been designed to assist you, the practicing teacher to not only look at what you are doing in your interpersonal transactions with others, but to provide you with alternative ways of responding to students.

What is involved?

First by understanding what follows in this coding schedule you will be learning to discriminate and categorize responses in terms of levels of accurate empathy, respect and genuineness.

Second having learned to discriminate, you will be ready to analyze a video tape of your own classroom interactions and with the data you collected yourself, concerning your own interactions, you will come to a more objective understanding of your own teaching behavior.

In short by structuring your perception of your interaction with students, i.e., by asking you to code your responses you will be able to answer the first question, "How well am I doing?" in my interpersonal transactions. Then by the very process of learning to discriminate and code your responses you will be exposed to alternative ways of responding to your students? This is how you can improve.

With this introduction as background and brief rationale you are now ready to tackle Task One - Learning to Discriminate.

TASK ONE - LEARNING TO DISCRIMINATE ACCURATE EMPATHY [1]

GENERAL DEFINITION

Accurate empathy involves more than just being able to know what your students mean. It involves more than just being sensitive to your student's current feelings and beliefs. Accurate empathy also involves communicating your understanding and sensitivity to the student in terms that he can understand and know that you are with him.

At high levels of accurate empathy the message "I am with you is unmistakably clear. Your responses will fit perfectly or be interchangeable with the student's ideas and feelings. Your responses will be additive in that they will serve to clarify and expand the student's exploration of his ideas, opinions or feelings.

At low levels of accurate empathy your lack of awareness, your lack of understanding is unmistakably clear. Your responses will be subtractive in that they do not attend to the student's ideas, expressions or feelings.

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[1] See Bibliography

LEVEL 1

Description: My response did not attend to what the student had just said now to how the student was obviously feeling. The effect was subtractive.

Example:

T - Bill, why haven't you got this done?

P - (Pause) I don't know. Right now things are so bad that I don't know....what's the point?

T - Look, don't give me that -- why haven't you got this done? You've got to get down to this and do some work if you want to get through.

Explanation: My response indicated a lack of awareness of the student's most obvious expressed ideas or feelings. It may have been that I was inattentive, not interested or bored. Or it may have been because I was operating from a preconceived frame of reference which excluded the student, i.e., I was not in his "space." I was closing out or taking away from further inquiry or exploration by the student.

LEVEL 2

Description: My response did attend to what the student was obviously saying and how he was feeling but it was tangential. It was still subtractive.

Example:

T - Bill, why haven't you got this done?

P - (Pause) I don't know. Right now things are so bad that I don't know....what's the point?

T - Even though things aren't going well at home -- you should find time to get this stuff done.

Explanation: My response indicated an awareness of only the obvious ideas and feelings expressed by the student. I drained off a level of affect in what was said by missing what the student meant and felt at a deeper level.

LEVEL 3

Description: My response was interchangeable with the student's response. My words reflected accurately the obvious meaning and feeling expressed by the student.

Example: T - Bill, why haven't you got this done?

P - (Pause) I don't know. Right now things are so bad that I don't know....what's the point?

T - You're wondering why you should do these assignments with things being so upsetting at home.

Explanation: I knew what the student meant and how he felt. I responded with accurate understanding the surface meaning and feeling of the student's expression and let him know by reflecting what he said. I indicated a willingness and openness to listen and respond to his deeper meanings and feelings. My responses did not subtract from nor add to the expressions of the student's, i.e., I was establishing a base for further exploration.

LEVEL 4

Description: My response added noticeably to what the student was saying or feeling. I was able to verbalize what he meant to say and how he felt at a level deeper than he was able to express himself.

Example: T - Bill, why haven't you got this done?

P - (Pause) I don't know. Right now things are so bad that I don't know. ..what's the point?

T - It's not really just at home but everything, everywhere is going bad - it's got you feeling pretty low - wondering what it's all about.

or

When things are bad at home - bugging you maybe - school and assignments seem unimportant in comparison ?

Explanation: My response indicated that I was concentrating and listening to the student and was able to add or "say for him" or reflect not verbatim, what he meant and felt and was unable to verbalize for himself. My response was tentative probing, i.e., I was guessing at what the student was saying at a deeper level.

LEVEL 5

Description: My response directed the student to discuss personally relevant material.

Example: T - Bill, why haven't you got this done?

P - (Pause) I don't know. Right now things are so bad that I don't know....what's the point?

T - It's not really just at home but everything, everywhere is going bad - it's got you feeling pretty low - wondering what it's all about.

Explanation: I was able to put my finger on exactly what the student was trying to express. Because I was deeply aware of what the student was thinking and how he was feeling, I was able to clarify or add to the student's understanding of his ideas, and feelings. Underlying meanings and feelings were pointed out and talked about. Level 5 is distinguishable from level 4 in that the response is focussing on material personally relevant to the student.

TASK TWO - LEARNING TO DISCRIMINATE RESPECT

GENERAL DESCRIPTION

Respect can be operationally defined in terms of accepting the student, his opinions, feelings and potentials. It involves a non-possessive caring for him as a separate person.

At high levels respect involves trusting, prizing, valuing and caring deeply for the student. It involves a conditional attitude on your part in that you indicate a willingness to employ all your resources in order that he employ all his resources for producing and creating his highest and his best.

At low levels or, a lack of respect, would be evidenced by rejecting the student, his opinions, feelings and potentials, by accepting less than what he is capable of, and by withholding from him your best efforts or your best abilities and resources.

LEVEL 1

Description: My response indicated that I rejected the student, his opinions, feelings and potentials.

Example: T - (Sarcastically) Looks like another one of your great efforts!

or

T - (To class) You won't understand this but ...

or

T - This is really simple and should be obvious to all of you...

or

T - That's terrible!! That is really poor!! go away and don't come back until you have put some effort into this.

Explanation: What I said and the way I said it was explicit evidence of my lack of respect or negative feeling for the student.

LEVEL 2

Description: My response was mechanical, giving evidence of a lack of interest on my part to the student's ideas, opinions or feelings.

or

My response indicated I care but it is a possessive caring.

Example: T - Ah -- we'll discuss that another time.

or

T - (talking while working at desk) - Bill, bring your work up.

P - Here it is sir.

T - (accepts book, marks it, and hands it back without looking up or commenting).

or

T - Would you please settle down now, Sandy -- I want you to really work quietly and get along with the other children. Would you do that for me?

Explanation: I responded mechanically or passively perhaps without thinking of the effects, perhaps unintentionally in a manner and with words that communicated -- "I do not value or prize, or accept or trust you and/or your opinions, feelings and potentials. There is implicit evidence of a lack of respect or negative feeling for the student.

LEVEL 3

Description: My response indicated interest -- not warmth or rejection.

Example: T - Would you like to say more about that, Bill?

or

T - What have you done here, Bill?

P - Bill explains

T - I see!

Explanation: I responded with interest. I show no evidence (explicit or implicit) of either dislike or disinterest. Neither does my response show a positive expression of warmth or respect.

LEVEL 4

Description: My response indicated that I accepted the student, his opinions, feelings and potentials. There was explicit evidence of praise and encouragement.

Example: T - I like that idea -- would you like to pursue that one further?

or

T - Come in, Bill -- it's good to see you.

or

T - Bill -- how would you like to help me with the intramural program this year?

Explanation: I responded indicating this mind set, "who the student is and what he can do matters to me. My prizing and/or accepting and/or trusting the student, his opinions, feelings, and potentials was an operational expression of respect and warmth." It had the effect of freeing the student to add, to go on with his idea, or expressed feeling. He dared to explore his own resources. He was being valued and cared for and he felt it. But I see the student as separate from myself. I see myself as responsible to the student rather than responsible for the student.

LEVEL 5

Description: My response communicated a very deep positive respect for the student -- but -- this time I communicate a conditional attitude based on my deeper understanding of him.

Example: T - I like your ideas -- I like what you have done with them but I think you can do more with this -- it's a great start and I know you can pursue it further. Try it, I'm here to help if you need me.

Explanation: Having indicated clearly to the student that I trust him and I accept who he is, what he says and what he can do; having indicated he was important, was being valued and cared for (Level 4 responses) then, and only then, are Level 5 responses appropriate.

The conditional attitude on my part means that I would not accept the student at less than what he is and can be. This may be coded at Level 1 or 2 if it does not follow a deeply communicated accurate understanding and respect given at Level 4. I am indicating a willingness to employ all my resources in order that he employ all his resources for producing and creating his highest and his best. That's respect!

TASK THREE - LEARNING TO DISCRIMINATE GENUINENESS

GENERAL DEFINITION

Being genuine or being yourself, simply means being congruent, i.e., what you say is in agreement or is harmonious with the way you feel.

At high levels of genuineness you will be able to be freely and spontaneously yourself, not necessarily expressing all your your feelings but certainly not denying them.

At low levels of genuineness you will be defensive and phony. You will be presenting a facade and playing the professional role.

LEVEL 1

Description: My verbal response was clearly unrelated to the way I was feeling at the moment.

Example: T - (Defensively) In regard to the content of this course -- the following is required of the government -- besides I think there is great value in doing it.

or

T - (Raising voice in response to a challenge) All this complaining makes me sick. This is required material. If you don't like it drop the course -- if you need it to graduate, get down to work.

Explanation: My response indicated a lack of genuineness as I suppressed my real feelings and as a result became defensive. There is explicit evidence of defensiveness, e.g., I lost my temper, or I was bragging excessively.

LEVEL 2

Description: My response was detached. I was uninvolved, perhaps intellectualizing.

Example: T - A continuous stream of "Tell me more about that" or "What do you think about that?"

or

P - I have problems like that too.

T - One can't help but conclude that this type of struggle is common to all mankind.

Explanation: 1. My response communicated I wanted to remain fairly anonymous or unknown to the student, or that I was simply unable to share or disclose anything that would communicate to him greater understanding and willingness to move with him, his ideas, feelings and experiences.

2. My response dealt with the personally relevant material in vague and anonymous generalities. The real meanings or feelings were discussed in an abstract or intellectualized manner.

LEVEL 3

Description: My response was congruent or genuine to the extent that I provided no negative cues between what I said and how I felt.

Example: T - You really want to know how I feel about this course and the material we are to cover.

or

T - You want to know if I've been honest with you.

Explanation: My response was not insincere, but it did not reflect any real involvement either. I was listening, following, and waiting - not yet ready to commit myself as to how I really felt about what the student said. I was neither being phony or defensive nor was I being freely and spontaneously myself.

LEVEL 4

Description: My response indicated that I was being freely and spontaneously myself; completely congruent in my reactions.

Example: T - I'm as excited as you are about what you have done. I'm glad I was able to help you.

or

T - I understand and appreciate your complaints and I'm sorry.

Explanation: The effect of responses coded at this level is that there is no doubt in the student's mind as to what I mean or feel or whether I really mean what I have said. My response was completely spontaneous. I have been open to both pleasant and hurtful experiences and feelings but responded without traces of defensiveness nor did I retreat into my role as professional.

A BRIEF SUMMARY OF KEY OPERATIONAL WORDS
CHARACTERIZING THE LEVELS OF
ACCURATE EMPATHY, RESPECT AND GENUINENESS

LEVEL	ACCURATE EMPATHY	RESPECT	GENUINENESS
1	Subtractive (No awareness of meaning and feeling, inattentive, uninterested or bored)	Explicit evidence of rejection	Phony or defensive (temper, bragging)
2	Subtractive (Awareness of only obvious meaning and feeling but tangential response, distorted meaning, drained off a level of affect)	Responses are mechanical or passive Ignores the student	Anonymous intellectualizing, uninvolved
3	Interchangeable	Interest but no warmth No explicit or implicit evidence of dislike or rejection but no clear expression of warmth either	Genuine Not phony or defensive
4	Additive (tentative probing)	Explicit evidence of warmth and concern by praise and encouragement	Responses are free, spontaneous and honest Being self without doubt Functional effect of Genuineness is TRUST
5	Additive (focussing on personally relevant material)	Deep respect, caring and prizing by expecting and pressing for student's best	

TASK FOUR - CODING YOUR OWN VIDEO TAPE

You are now ready to practice coding on your own video tape made in your own classroom. Please follow the next sequence of steps closely.

First - Replay the tape in its entirety without coding. This will allow you to get used to seeing yourself on T.V. Try to recall the overall intent of your interaction. Watch very carefully for the effect that your responses had on the student or students.

Second - Replay the tape and code. Select at least five 2-minute excerpts at random and code each response. An excerpt should consist of at least one student and one teacher response.

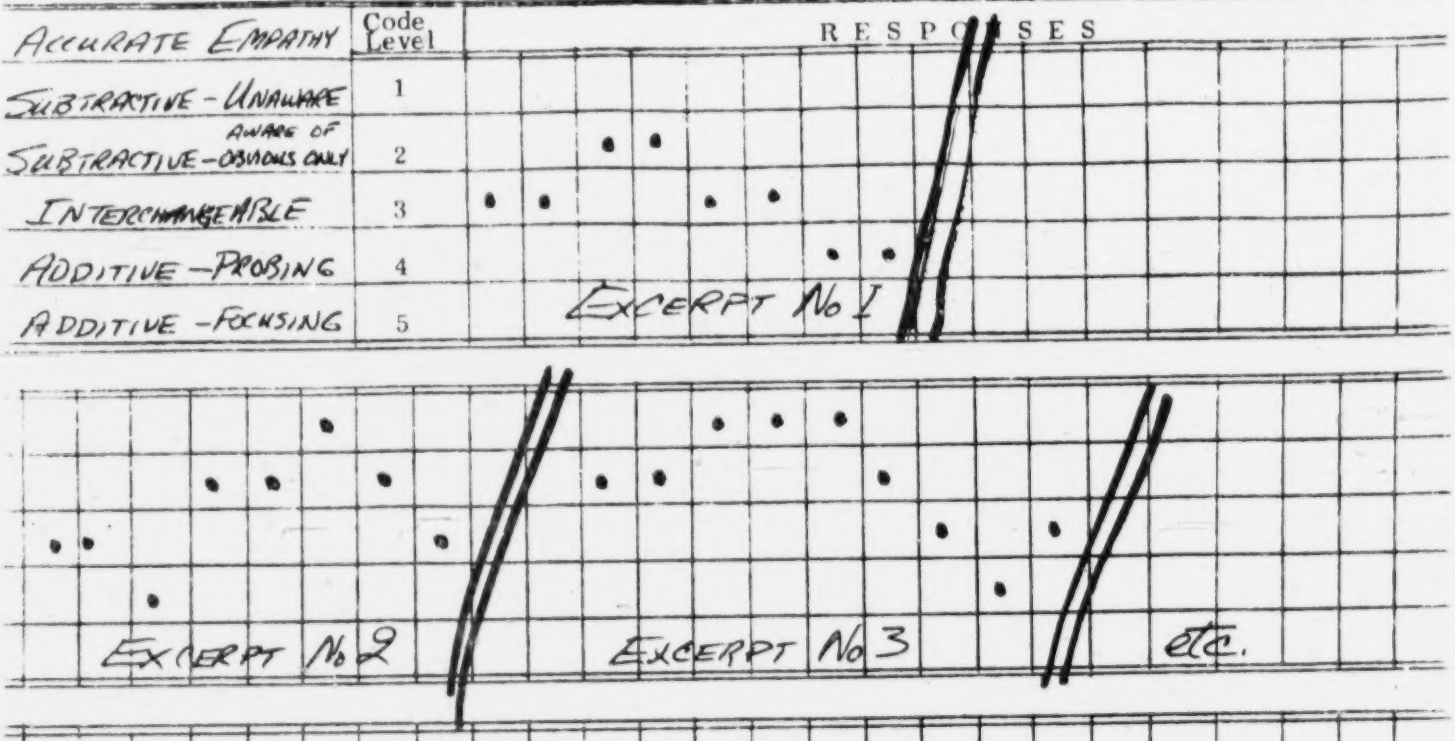
REMEMBER Code for the intent of your response -- but watch for effect. If the effect is different than what you intended you must code for effect.

CODING SHEET

SITUATION: GR. 8 Soc. St. DATE: MAR. 19/72 AVERAGE RESPONSE LEVEL: 2.05

CODING FOR

ACCURATE EMPATHY	Code Level	RESPONSES
SUBTRACTIVE - UNAWARE	1	
SUBTRACTIVE - AWARE OF OBVIOUS ONLY	2	
INTERCHANGEABLE	3	
ADDITIVE - PROBING	4	
ADDITIVE - FOCUSING	5	



Sample.

LEVEL TOTALS
4
8
9
4
0
25

TOTAL NO. OF RESPONSES

CALCULATING YOUR RESPONSE PROFILE

Sample

Multiply the code level by the number of responses coded at that level then divide by the total number of responses.

1. ACCURATE EMPATHY

CODE LEVEL		LEVEL TOTALS		
1	x	4	=	4
2	x	8	=	16
3	x	9	=	27
4	x	4	=	16
5	x	0	=	0
			TOTAL	63

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL FOR ACCURATE EMPATHY

63 ÷ 25 = 2.52

2. RESPECT

CODE LEVEL		LEVEL TOTALS		
1	x		=	
2	x		=	
3	x		=	
4	x		=	
			TOTAL	

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL FOR RESPECT

_____ ÷ _____ = _____

3. GENUINENESS

CODE LEVEL		LEVEL TOTALS		
1	x		=	
2	x		=	
3	x		=	
4	x		=	
			TOTAL	

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL FOR GENUINENESS

_____ ÷ _____ = _____

CODING SHEET

SITUATION: _____ DATE: _____ AVERAGE RESPONSE LEVEL:

CODING FOR

	Code Level	RESPONSES
	1	
	2	
	3	
	4	
	5	

1	
2	
3	
4	
5	

1	
2	
3	
4	
5	

LEVEL TOTALS

1	
2	
3	
4	
5	

TOTAL NO. OF RESPONSES

CALCULATING YOUR RESPONSE PROFILE

Multiply the code level by the number of responses coded at that level then divide by the total number of responses.

1. ACCURATE EMPATHY

CODE LEVEL		LEVEL TOTALS		
1	x	_____	=	_____
2	x	_____	=	_____
3	x	_____	=	_____
4	x	_____	=	_____
5	x	_____	=	_____
			TOTAL	_____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL FOR ACCURATE EMPATHY

_____ ÷ _____ = _____

1. RESPECT

CODE LEVEL		LEVEL TOTALS		
1	x	_____	=	_____
2	x	_____	=	_____
3	x	_____	=	_____
4	x	_____	=	_____
5	x	_____		
			TOTAL	_____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL FOR RESPECT

_____ ÷ _____ = _____

3. GENUINENESS

CODE LEVEL		LEVEL TOTALS		
1	x	_____	=	_____
2	x	_____	=	_____
3	x	_____	=	_____
4	x	_____	=	_____
			TOTAL	_____

TOTAL ÷ TOTAL NO. OF RESPONSES = AVERAGE RESPONSE LEVEL FOR GENUINENESS

_____ ÷ _____ = _____

TASK FIVE - INTERPRETING YOUR RESPONSE PROFILE

RESPONSE PROFILE	
Average response level for Empathy	
" " " " Respect	
" " " " Genuineness	
TOTAL	
Average response level = TOTAL _____ ÷ 3 =	

General Interpretation: An average response level of below three means that too often your responses are subtractive. You may also be rejecting your students or you may be finding difficulty in being yourself with them.

Concentrate on Empathy practice. Listen for the content of what your students are saying as well as being sensitive to how they feel before you formulate your response to them. As we listen and discover the nature of our student's ideas, opinions, experiences and feelings, it often follows that we come to respect, accept, value and like them. We also find with the increased understanding and caring for them, we can be ourselves more easily and freely in our relationship with them. (Truax, C.B., 1967)

An average response level of three means that often your responses are interchangeable. You are responding with understanding, openness and acceptance ready to respond at higher levels. At level three the ground work for further free exploration by the student is being laid. You are in fact winning the right to speak. Very little can happen in terms of constructive attitudinal change in your students until the average response reaches level three.

An average response level of above three means that very often high levels of the three conditions are being offered. Empathy has become additive; respect has become increasingly positive, differentiated and conditional; genuineness is evident by a definite lack of phoniness and defensiveness and by a freedom and spontaneity. Students will very likely be developing attitudes toward learning.

NOTE: Concerning direction or confrontation; go back now and look at your coding sheets. If you have coded many responses at level four and five empathy and level four and five respect and they have not been preceded by several level three responses ask yourself the following questions:

"Have I passed through level three responses first?," i.e.,
"Have I won the right to expect, press or direct my students?"
"Have I taken the time to listen, accept, allow before probing and focussing on personally relevant material?"

If not then perhaps responses coded at levels four and five should be recorded at level one or two. You have been too anxious to prescribe things for students after a hasty diagnosis of the situation. Take more time to listen and ensure that you are understanding accurately.

*Watch for pupil effect and check the sequence of your responses on the coding sheet. You cannot have too many level three responses, so be sure a good number precedes level four and five responses.

BETWEEN TAPING EXERCISES

You have now finished your coding and have before you a coding sheet and a response profile. Now write down your thoughts and answers to the following questions. Remember, putting your thoughts in writing helps you to organize, clarify, and critique them.)

1. Is there anything about your response profile that surprises you?

2. (a) Go back to the video tape and write out one or two student responses to which you responded at level one or two of empathy.

   (b) Write out the content of what the student said in your own words.

   (c) Write out how the student was feeling when he said what he said.

   (d) Formulate your response and write it out.

   (e) Code your written response.

3. List some specific changes that you would like to make in your interpersonal transactions with students. (Set some short range, realistic goals.)

TASK SIX - HOW WILL I KNOW IT "HELPS"?

EVALUATION

"You can't measure the effects of what I do."

"Why not"?

"Because they are intangible."

"Oh? Why should I pay you for intangible results"?

"Because I've been trained to practice."

"Hmmm... all right. Here's your money."

"Where? I don't see it."

"Of course not...it's intangible." (Mager, R. 1968)

How will we know that successful completion of this program will result in students developing a positive attitude toward learning? Well, first of all, you have been evaluating what you are doing in your interpersonal transactions while coding your responses and building your profiles. You can look at your profiles and evaluate the process of interpersonal relationships. But what about results? What effect does my "improved process" have in terms of student outcomes?

You will recall that we mentioned in the introduction our interpersonal transactions with students are a major contributing factor in students developing positive and/or negative attitudes toward learning. Let's look then at pupil attitudes to see if all this video taping and coding will be effective.

The word "attitude" will be used to describe behaviour. "It is based on visible behaviour" (Mager, R. 1968). So a positive attitude toward hockey by the student means that he exhibits a number of behaviours which "move toward" hockey. i.e., goes to games, watches them on T.V., plays on a team, learns players' names, and statistics, etc., gets involved in discussions concerning "last night's game." Where as a negative attitude towards hockey would be indicated by behaviour moving away from hockey, e.g., has been to one game, says he will never go again, leaves the room when last night's game is being discussed, can't stand fighting, skips out when his P.E. class goes to the arena for skating and hockey.

A positive attitude then can be inferred from observing a number of approach responses. A negative attitude can be inferred from observing a number of avoidance responses. These approach or avoidance responses serve as circumstantial evidence which allows us to deduce a given attitude.

What then are some of the observable behaviours (things students might say or do) that would allow us to infer a positive or negative attitude toward my subject or toward learning? The following are some suggestions.

SOME SUGGESTIONS: Keep a record of the following:

1. The number of students that drop out of your courses (for whatever reason).
2. The number of students late for appointments or for class for whatever the reason (this is only for your record, not theirs) and not be used against them but as one indicator of an avoidance response).
3. The number of absences (from class or missed appointments).
4. The number who attend optional class sessions.
5. The number of of papers, projects, or "work" turned in that were not assigned or required.
6. The number of papers or other work, longer than required.
7. The number of assignments completed on time.
8. The number of students making appointments to see you per week.
9. The number of students active in the club or group related to your subject.
10. The number of students indicating a desire to "major" in your subject.

Make a chart or graph to keep a record of these or if not suitable, any other items that you accept as approach and avoidance responses acceptable as a basis for making statements about attitudes.

SAMPLE CHART OF APPROACH AND AVOIDANCE RESPONSES BY THE STUDENT

WEEK	DROPOUTS	LATES	ABSENTEEISM	OPTIONAL CLASSES	EXTRA WORK (UNASSIGNED)	EXTRA WORK (LONGER)	ASSIGNMENTS ON TIME	NO. OF APPOINTMENTS PER WEEK	IN CLUB	MAJOR
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										
26										
27										
28										
29										
30										
31										
32										
33										
34										
35										
36										
37										

(Save this chart for comparison purposes in the following year.)

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(1) The levels of accurate empathy, respect and genuineness have been derived from scales for the measurement of these conditions developed and revised by C.B. Truax and R. Carkhuff. (Truax and Carkhuff, 1967) and (Carkhuff, R., 1969). The Truax scales have been validated in extensive process and outcome research on counseling and psychotherapy. The levels appearing in this coding schedule have been changed considerably from the original scales in an attempt to apply them to the teacher-student relationship and in an attempt to define the levels in operational terms.